

## Crosswalk of Accountability in Wisconsin

In January 2018, the U.S. Department of Education [approved Wisconsin's state plan](#) required by the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). Like the Wisconsin state accountability system, the ESSA federal accountability system has an overall goal of ensuring schools equitably prepare every student in Wisconsin to graduate ready for college and careers. The table below outlines the similarities and differences between these two accountability systems:

	State Accountability System	ESSA Accountability System
<b>Primary Purpose</b>	To provide ratings to all schools and districts with one of five performance categories through robust and detailed performance reporting.	To appropriately identify public schools, based on overall and subgroup performance, most in need of support and systems improvement.
<b>Primary Product</b>	State Report Cards <i>Report cards are generated for both schools and districts.</i>	ESSA Accountability Reports <i>Schools receive ESSA Accountability Reports as part of district Joint Federal Notification Packets.</i>
<b>Applicability</b>	All schools and districts, including public, charter and private schools participating in the choice program.	Only public schools (including charters) and subgroups within a school; does not apply to choice schools.
<b>Reporting</b> (including ratings and identifications)	Annual reporting covers five performance ratings, ranging from <i>Fails to Meet Expectations</i> to <i>Significantly Exceeds Expectations</i> , with corresponding star ratings and accountability score on a scale of 0-100.	Annual reporting for all public schools, leading to one of three ESSA identification categories: <ol style="list-style-type: none"> <li>1. <i>Comprehensive Support &amp; Improvement (CSI)</i></li> <li>2. <i>Targeted Support &amp; Improvement (TSI)</i> and <i>Additional Targeted Support &amp; Improvement (ATSI)</i></li> <li>3. <i>Not identified</i></li> </ol> <p>A public school may be identified if it graduates fewer than 67% of students or is among the lowest-performing schools or student groups based on summary scores.</p>
<b>Reporting Timeline</b>	Annually by November 30.	Annual reporting; identification timelines differ: CSI & ATSI identifications normally occur every three years; TSI identifications normally occur every year.  Note that due to the COVID-19 pandemic, waivers were granted from identifications in 2020-21 and 2021-22. Identifications resume in the fall of 2022. See <a href="#">updated ESSA timeline</a> for more information.
<b>Report Type</b>	Public (redacted) report cards published as PDFs on DPI website since 2011-12. Secure (unredacted) report cards are also available to schools and districts in the <a href="#">Secure Access File Exchange (SAFE)</a> .	Public reports published as PDFs on DPI website since 2018-19 (for 2017-18 accountability). Reports are released securely to schools and districts in the <a href="#">Secure Access File Exchange (SAFE)</a> . Additional reporting occurs through the <a href="#">WISEdash Public Portal</a> .
<b>Measures</b>	Four Report Card Priority Areas: <ol style="list-style-type: none"> <li>1. Student Achievement (grades 3-11)</li> <li>2. School Growth (grades 4-11)</li> <li>3. Target Group Outcomes</li> <li>4. On-Track to Graduation</li> </ol> <p>And additional participation data not scored: Course and Program Data (grades 9-12)</p>	Five ESSA Indicators: <ol style="list-style-type: none"> <li>1. Academic Achievement (grades 3-8 &amp; 11)</li> <li>2. Student Growth (grades 4-8)</li> <li>3. Graduation (HS)</li> <li>4. Progress in Achieving English Language Proficiency</li> <li>5. Chronic Absenteeism</li> </ol>
<b>Scoring</b>	100 point accountability index <i>Scores are based on performance averages and normative data. The purpose of the report card scoring system is to identify the appropriate overall rating category.</i>	Summary scores on a 1-100 scale <i>Scores are based on percentile ranks. The purpose of the ESSA scoring system is to identify the schools and subgroups with the lowest performance relative to other schools and subgroups.</i>

<b>Intervention</b>	Opportunity Schools Partnership Program: <ul style="list-style-type: none"> <li><a href="#">Milwaukee</a></li> <li><a href="#">Other districts</a></li> </ul>	Two categories of required intervention: <ol style="list-style-type: none"> <li>CSI: state and district monitoring and <a href="#">support for continuous improvement</a> intervention/monitoring</li> <li>TSI &amp; ATSI: district monitoring and <a href="#">support for continuous improvement</a></li> </ol>
<b>Funding to Support Schools</b>	None specific to accountability results.	Federal ESEA funds (Title I) available to CSI schools, and statewide system of support available to all.

## Coordinating State and Federal Accountability

In addition to the state accountability report cards and the ESSA accountability system, the Individuals with Disabilities Education Act (IDEA) requires identification of districts for various reasons, leading to multiple types of identifications, interventions, and supports across the various accountability systems:

Level	Law	Type	Purpose	Timing
State	State Statute <a href="#">115.385, Wis. Stat.</a>	<a href="#">Report Cards</a>	Provides report cards to all schools and districts with one of five performance categories	Annually, by November 30
Federal	ESSA	<a href="#">ESSA Identifications</a>	Identification system for public schools, used to identify schools and student groups in need or support at one of three levels: TSI, ATSI, or CSI.	Reports provided annually. CSI and ATSI identifications occur on approximately a 3-year cycle; TSI identifications occur annually.  Note that identifications were frozen in 2020-21 and 2021-22 due to the COVID-19 pandemic, and the identification timeline will resume in the fall of 2022
	IDEA	<a href="#">LEA Determinations</a>	Identification of districts based on federal special education compliance and results indicators	Annually posted for review with requirement to post official identifications within 120 days of first posting
		<a href="#">Disproportionality</a>	Identification of districts with disproportionate rates of identification, placement, and discipline, by race/ethnicity, of students with IEPs	Annually in the spring so that districts can reserve 15% of funds by July 1 <sup>st</sup>

## Contacting the Accountability Team

Contact the [Office of Educational Accountability](#) for further information on the [State Report Cards](#) or [ESSA accountability system](#) at [oeamail@dpi.wi.gov](mailto:oeamail@dpi.wi.gov).